# white Boss-printed ceramic mug on brown surface

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**Photo by Paul Hanaoka auf Unsplash**

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# #7 Leadership

## Lead a group? Me?

In this unit, trainees learn how a volunteer may lead a group correctly. There are different ways of leading a group. And there are different roles in a group. In this unit, the trainees learn what rules there are for leading a group. Basic rules for working well together are also developed together.

## Process

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| --- | --- | --- | --- |
| No. | Content | Duration |  Material  |
| 1 | Warm up | 20 Minutes | Bilndfolds, ropes |
| 2 | Definition | 5 Minutes |  |
| 3 | Group Roles | 20 Minutes | 7.1 Group Roles, Pens |
| 4 | Styles of Leadership | 25 Minutes | 7.2 Styles of Leadership |
| 5 | Rules and Consequences | 20 Minutes | Posters and Eddings |
| 6 | Basic rules for leadership | 15 Minutes | Method on cue cards |
| 7 | The one-on-one conversation |  |  |

## Warm Up

The trainees always work in pairs. Each pair is given a rope and a blindfold. Both take one end of the rope. One person puts on the blindfold.

The person with the blindfold walks across the room, holding the rope. The sighted person holds the other end of the rope at a distance of two metres. If the blind person is in danger, the sighted person pulls on the rope. This sends out a warning signal.

Halfway across the room, they swap roles.

Each person answers the following questions:

* How did you feel as a sighted/blind person?
* What was easy? What was hard?
* When do you need people to lead you?
* What is a guided tour for?

##  Definition

Every group with ready-prepared programme needs a guide or leader. These person(s) provide the participants with orientation and security. They guide the group through the programme, discuss the rules with the group and help to resolve conflicts. To do this, it is important to know the different roles in a group.

The role of leader is very challenging. Volunteers have to practice and develop this role again and again.

But if you can lead well, it is valuable for your job and your private life.

##  Group Roles

*Questions for the trainees:*

*Which groups have you been in so far?*

*What roles have you played there?*

*What roles have you observed in others?*

Now the "Group roles" file is needed.

The trainees look at the picture.

Which roles can they recognize?

Each trainee is given one or two role names.

The trainees should now think about these questions:

Which animal would they give their role name to?

How does this role behave in the group?

Whenever people come together, the same or different roles come together. This can lead to tension or even conflict. For example, if two people want to be the boss. Or if one person always knows everything better. A leader must be able to respond well to such situations. It is therefore important to know what role each person has in the group.

##  Styles of Leadership

The trainees are divided into three groups. Each group looks at a leadership style from file 7.2.

They then have the task of explaining their leadership style to the other groups. The group should also come up with a still image that matches the leadership style.

Alternatively, a role play can be carried out for each leadership style. This requires a volunteer to take the lead. They explain a simple game (e.g. musical chairs) and the rest of the group takes on the role of the participants. They are sometimes loud, sometimes well-behaved... The leader should choose a leadership style and try to deal with the situation. At the end, all leadership styles can be discussed and reflected on again.

*Optional questions for the trainees:*

*How did you feel in your leadership style role?*

*How did you affect the group or individuals?*

*Did you have to adapt yourself to fit your role?*

The correct leadership style varies according to the situation. It always depends on the group and the situation. Decisive factors are: Age, what stage the group is at, group size, whether there are difficult participants and what rules and consequences there are. It takes practice and reflection to find the right leadership style for each situation. However, the leadership styles usually mix. You need different forms for different situations. In addition, the behaviour must match your own personality. That's why it's good to lead as a team. That way, the individual volunteers can complement each other well!

##  Rules and Consequences

Common rules are particularly important for a group. They regulate good co-operation; and they define how people want to treat each other.

Agreed rules also include the consequences if people do not adhere to the rules.

Rules and consequences must be clearly formulated. They are important tools for good leadership. They give the leader the necessary clarity about their actions in the group.

The trainees are divided into small groups.

Task: Imagine you are working with a leisure programme or a newly founded youth group. What rules would you introduce? Write the rules on a poster.

In the second step, think about what reactions or consequences would be possible if the rules were broken.

Then discuss the rules and consequences with everyone and add to them if necessary.

For rules to be meaningful and effective, a few guidelines must be observed.

**Rules are good, if they ...**

... are formulated simply and clearly.

... make sense.

... apply to everyone (including employees/leader(s)).

... Exceptions are clearly understandable and justified.

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##  Basic Rules for LEadership

The following rules are important for people in leadership:

* They must enforce rules, and clarify consequences of rule-breaking
* Agreements as the team must be consistent.
* Leaders must stick to the rules as well.
* There must be clarity in language and actions.
* Leaders must be constantly maintain an overview of the team as a whole.
* Leaders must show empathy with team members.

The DSF method can be helpful for leaders.

**Demanding:** Expectations and rules should be clearly formulated. It is expected that participants adhere to them all.

**Supporting:** The participants are trusted to do something, and the focus is on their abilities! Each individual should be encouraged, but not overburdened.

**Feedback:** Positive and critical feedback allows participants to learn and grow!

## the one-to-one talk

Questions for discussion:

1. What function or role do you normally play in a group?

Which animal would you be?

1. How do you imagine "the perfect leader"?
2. How would you like to be as a leader? What is important to you when dealing with other volunteers or participants?

## Good Question!

What do you think? What role does God have in this world? And what role do people who believe in God have?

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